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ABSTRACT

Project HOST (Hospitality Occupational Skills Training) provided vocational training and employment opportunities in the hotel industry to disadvantaged adult minority populations in Chicago. It demonstrated a model for successful cooperation between the business sector and a public vocational education agency and developed and piloted a vocational training curriculum that integrated basic, critical thinking, and on-the-job coping skills. A pilot version of the curriculum was developed and revised at the completion of each of the four training demonstration cycles. A curriculum summary/guide was developed. Outreach and recruitment efforts reached over 300 prospective students through a network that included welfare agencies, Job Training Partnership Act providers, social service agencies, and community-based organizations. The project conducted intake for and assessed over 204 participants, using project-developed assessment and interview forms. Supportive employment services included employment counseling, hotel tours, peer support groups, and job development, placement, and follow-up. Upon completion of the 8-week training, students participated in work experience internships. Evaluation results indicated the project was successful in meeting goals and objectives. (Appendixes include sample recruitment materials and intake and assessment forms; project newsletters; and certificate of achievement.) (YLB)

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ED328701

HOSPITALITY OCCUPATIONAL SKILLS TRAINING COOPERATIVE

PROJECT HOST

FINAL REPORT

Northwest Educational Cooperative

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AUTHORIZATION FOR THE STUDY: The report was developed as part of the project Hospitality Occupational Skills Training Cooperative (HOST), funded under Grant Number V199A90049, U.S. Department of Education, Office of Vocational and Adult Education. The project is one of a series of projects authorized under the Cooperative Demonstration Program (High Tech.).

The opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

FINAL PERFORMANCE REPORT

Cooperative Demonstration Program (High Technology)

Project Title: Hospitality Occupational Skills Training Cooperative
V199A 00098

Funded By: Office of Vocational and Adult Education,
U.S. Department of Education

Funding Period: 01/01/'89 - 08/31/'90

Submitted to: Barbara Saunders, Grant Specialist
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Date of Submission: November 30, 1990

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I. INTRODUCTION

The Northwest Educational Cooperative was funded by the Office of Vocational and Adult Education, U.S. Department of Education to conduct a cooperative demonstration program entitled Hospitality Occupational Skills Training Cooperative (HOST), from 10/01/89 to 08/31/90. Actively involved in the development and implementation of this project were the major hotels located downtown Chicago and at the O'Hare Airport, i.e. the Marriott, the Hyatt, and the Westin.

HOST was conceived as an alternative skills training program to meet the dual needs of: (1) inner city adults who, caught in the web of poverty, are chronically unemployed, long termed welfare dependents and disadvantaged by multiple barriers to employment, and (2) the employers who, because of the rapidly changing technology, must recruit more highly skilled workers drawn from a more disadvantaged population. As a result of the HOST demonstration project, 204 participants were served, 154 (75%) of whom completed training and received supportive employment services.

The purpose of the final report is to:

- Provide an overview of the project: the needs, goals, objectives and program components.
- Summarize the project's result including participant's profile, and programmatic strengths and weaknesses.
- Discuss recommendations for program improvements.

Also, included in the appendices are sample documentations of the project's activities such as publicity, intake and recruitment materials. Attached separately, as part of this report, is the curriculum summary and guidelines developed and field-tested by the project.

It is hoped that the information contained herein will serve as a helpful resource guide for others wishing to replicate or undertake a similar effort.

II. PROJECT OVERVIEW

Target Population Need

Jonathan Kozol in his book, Illiterate America, Anchor Press/Doubleday, 1985, estimated that 25 million read at a level under the survival needs of our society. A racial breakdown of these numbers shows that:

- 16% of white, native born Americans,
- 44% of black Americans, and
- 56% of Hispanics are functionally illiterate.

By Adult Proficiency Levels (APL's), 30 million Americans were judged "functionally incompetent", 54 million "Just get by", totaling 84 million adults whose basic reading writing, computing, and reasoning skills are functionally marginal or worse.

In the City of Chicago these startling figures translate into high welfare dependency rate. 75.5% of those on welfare are Blacks, and 87,340 or 13.4% are Hispanics. The Illinois Employment security reports unemployment rates among Blacks at 12.7% and Hispanics at 9.7%.

Thus, NEC proposed to serve an economically and educationally disadvantaged mostly minority, adult populations in Chicago who possess a multitude of barriers to advancement in employment beyond the entry level, and who lack the skills to effectively negotiate everyday living. They lack basic literacy skills (reading, math, writing), mainstream communication skills, critical thinking/problem solving abilities, and job specific vocational/occupational skills. These factors combined with attitudinal factors e.g., lack of confidence, low motivation, unrealistic expectations, have excluded them from productively contributing to society, their own pursuits and their families' well being. During FY'90, NEC employment and training programs assessed and referred over 300 participants with the following profile:

- 64% Blacks, 22% Hispanics
- 9.3 years average welfare dependency
- 62% 1-3 years sporadic employment experience
- 26% less than 1 year employment experience
- 63% dropouts
- 100% unemployed
- 12% no work experience
- 55% single parents

Industrial Need

The Hospitality Industry, particularly the four star hotels, were targeted for cooperative development and demonstration based on: (1) NEC's successful linkages (2) the industry's growth potential and, (3) the nature and earning power of the occupations:

- NEC has established strong linkages with the major hotels in the Chicagoland area spanning over 4 years through its project CARE - a Chicago metropolitan employer outreach projects and two other state supported employment and training efforts. A positive cooperative mechanism has been established thus, paving the way for HOST.

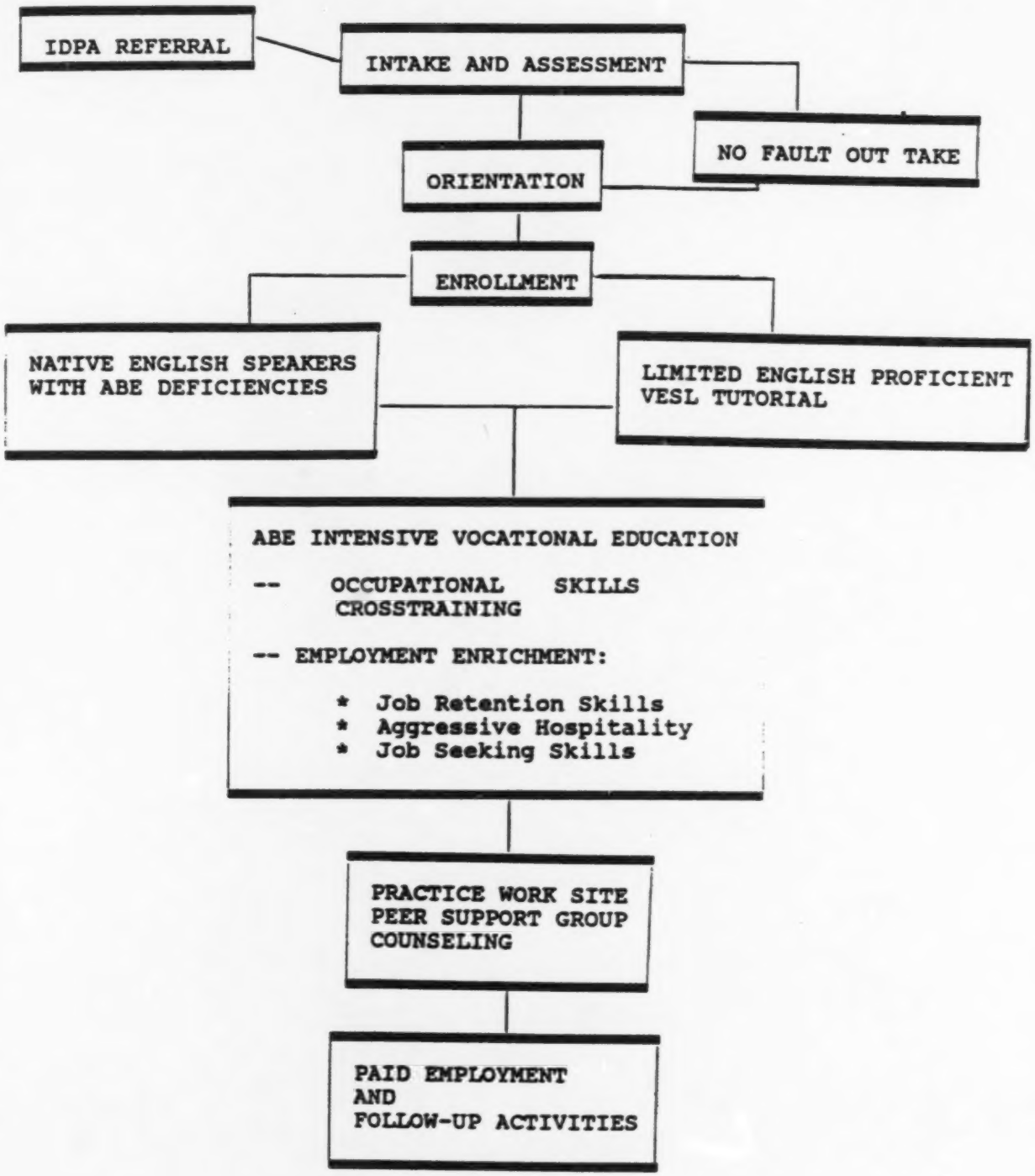
- The service-producing sector, which includes the hospitality industry has been identified as one of the fastest growing occupational areas, especially in the Chicago area.

  Calendar year'87 saw a total of 13,000 first-class hotel rooms in Chicago (city proper, not including the expanding and accessible O'Hare Airport area.) From Autumn of 1987 through 1988's expansion, four new Loop to Gold Coast hotels (Hotel Nikko Chicago, Fairmont, Swiss Grand, Hotel 21 East) added 2,900 rooms to the city's inventory. During 1989-1990 Chicago's downtown hotels expanded with 2,563 more room. The O'Hare Airport area increased its lodging capacity with 1,100 new rooms and several more hotel properties: The Soffitel, Embassy Suites, Marriott Suites, Westin, etc. Both the O'Hare and downtown hotels are accessible by the city's public transportation system.

  Typical for the industry is an almost 1:1 ratio of employees to rooms. Therefore, of over 6,000 new entry level positions generated, the project could conservative accessed at least 1,200 to 1,500 job openings. In fact, HOST posted an average of 100 job openings per month.

- Positions with the hotel industry, especially in housekeeping and food service, are less demanding in educational and vocational skill requirements. These positions, however, are generally fulltime, with full employee benefits, including health insurance, sick leave, paid vacation, etc. Wages after training average $5.75/hour.

HOST Program Flowchart



GOAL

The goal of project HOST was to:

(1) provide increased vocational training and employment opportunities in the hotel industry to disadvantaged adult minority populations residing in the city of Chicago, who were otherwise excluded from existing vocational training systems because of their several limited basic skills, lack of marketable skills, chronic unemployment history, and long-term welfare dependency.

(2) demonstrate a model for successful cooperation between the business sector and a public vocational education agency, thus creating a better understanding of employer based training and development, while meeting the needs of a growing industry.

(3) develop and pilot a vocational training curriculum which holistically integrated basic, critical thinking and on-the-job-coping skills.

Objectives

The project's operational objectives included:

- Developing/adapting a pilot version of the curriculum.
- Recruiting 200 students to participate in the demonstration program.
- Conducting intake and assessment of 200 participants.
- Implementing the training using the curriculum.
- Providing 165 students with employment support services.

Program Components

The HOST program flow chart is depicted on page 6.

The major components of the project were:

- Curriculum development
- Outreach and recruitment
- Intake and assessment
- Training demonstration
- Supportive employment services

Curriculum Development

As an essential past of the project was the development and demonstration of a holistically integrated curriculum. Thus, a pilot version was developed during the first 2 months of program operation and revised at the completion of each of the four training demonstration cycles. The piloted curriculum was developed based on:

- NEC's 3 year experience with similar training efforts.
- The actual training demonstration.
- The training materials and curriculum used by the cooperative hotels (Westin, Marriott, Hilton).
- The review of existing literature.
- The written evaluation completed by cooperating hotel personnel.

The final product, a curriculum summary/guide is enclosed as part of this report.

Outreach and Recruitment

Because of an effective network of referrals, which had already been established 3 years prior to HOST, the outreach and recruitment efforts were successfully undertaken, reaching over 300 prospective students. This network included the public aid Chance and general assistance offices, the JTPA providers, cooperating social service agencies, employment security offices, and community based organization serving the same target population. Outreach activities implemented were:

- Phone contact with key referral sources
- Dissemination of project notices & flyers to referral sources and prospective participants who were wait listed (see Appendix A).
- Conducting presentations at referral agencies about the project.

Additionally, the project's Employment Coordinator/Job Developer and Operations Manager informed the cooperating hotels of HOST's start-up, workscope and timeliness, via phone and in person visits. Given our past track record with the hotel industry, their receptivity and response to the project was most positive.

Intake and Assessment

The project conducted intake for and assessed over 204 participants, using project developed assessment and interview forms and the TABE (see Appendix B for sample forms). The procedure involved:

- Completion of intake forms and Occupational Interest Questionnaire
- An intensive interview to ascertain the participants comprehensive needs, interest, motivation and suitability for the training.
- Completion of the TABE

Based on the above, participants were notified of their acceptance by letter. Low reading or computation score was not a reason for rejection. Participants were generally rejected because of:

- Poor health
- Alcohol or drug related problems
- Felony conviction
- Lack of interest in hospitality training

Training Demonstration

To pilot the HOST curriculum, four training demonstration cycles were conducted with 204 participants during june 5, 1989 to April 27, 1990. The classroom training scheduled for each cycle was a follows:

# of students	# of classes	Length/Cycle
25	1 A.M 1 P.M.	12 hrs/week X 8 week

Students were pre-tested upon enrollment and post-test at the completion of each 8 week cycle. Projectwide staff briefings were hold at the end of each training cycle to discuss curriculum revision and improvement.

Supportive Employment Services

HOST employment services included:

- Employment counseling

- Hotel tours
- Work experience internships
- Peer support groups
- Job development, placement ad follow-up

Employment counseling was provided to all participants on an on-going basis, through one-on-one and a weakly group session.

Upon completion of the eight week training, students were prepared for a 3-4 week work experience internship by interviewing with cooperating hotel personnel. Hotel tours were also arranged as part of the job readiness and orientation.

During this internship period, students were closely supervised and given on-the-job performance appraisals. The Job Developer further conducted job-site visits to monitor students' progress. This period offered both the employer and the student an opportunity to try each other out. If the internship was not successful because of job in - capability or other conflicts, the project routinely sought other internship opportunities at a different property. If it was a mutually beneficial internship, then the students were hired full-time with benefits. Once on payroll, the Job Developer routinely conducted a 5 and 30 day phone follow-up with the participant and the employer. Should there be any problem, the Job Developer would visit the job site to trouble shoot.

As another mean of providing follow-up, the Counselor conducted weekly peer support group sessions for those who were placed, giving them an opportunity to share their concerns and problems encountered on the job and identify constructive solutions, thus better equipping them with job survival and retention skills. Successful alumni were regularly asked to speak to newcomers about their experiences.

Participant Profile

The Project was able to collect useful demographic data on 197 or 97% out of the total 204 enrollment. The participant's profile is charted below:

RACIAL COMPOSITION	
Blacks	65%
Whites	44%
Hispanics	9%
Others	4%

GENDER	
Male	25%
Female	75%

AGE	
Range	19 to 54
Average	32

EDUCATIONAL ATTAINMENT	
High school graduates/GED	32%
11th grade	21%
10th grade	24%
9th grade or less	17%

LENGTH OF TIME ON WELFARE	
Range	1 month to 15 years
Average	4.3 years

NUMBER OF DEPENDENCY	
Range	1-5
Average	3

PRE-TESTED ABE GRADE LEVEL (TABE)

	Range	Average	Less than 6	6.0 - 7.9	8 +
Reading	1.3 to 12.7	5.4	49%	28%	23%
Math	1.8 to 12.9	4.8	52%	37%	11%

Quantitative Outcomes

The chart below compared HOST's proposed quantitative outcomes with the actual figures in the various benchmarks.

Benchmarks	Proposed #	Actual #
• Intake & Assessment	200	300
• Enrollment	200	204
• Completion of Training	165	154
• Employment Services	165	154

The project exceeded its projected goals in two benchmarks. In two other areas, the project reached 93% of its proposed goals, well within an acceptable range for any standard performance based contract.

The project is currently conducting participant follow-up. This effort is hampered by the fact that most, if not all of the participants live in temporary, or subsidized housing or with relatives. Thus, contacts by phone are virtually impossible. Many do not have phones, while others have moved.

At the writing of this report, the project was able to reach 85 participants who are currently employed in the hotel industry. The project hopes to establish contacts with at least 15 more participants who received job readiness and placement services. Given NEC's past experience, it is projected that at least 25% of those completed HOST training moved out of the area, or sought continued training, while the remaining 15% found employment on their own.

Exemplary Practices

The project has been cited by the state and Office of Vocational and Adult Education for its exemplary practices which are highlighted below:

- The training site was situated in a newly renovated business building in the heart of downtown Chicago. This non-traditional setting familiarized the participants to a work place atmosphere.

- The entire program stimulated, encouraged and reinforced the hotel industry's work ethics and values, evidenced by the project's strict adherence to attendance, punctuality, grooming practices, drug and alcohol policy - all clearly spelled out in the NEC policy and procedures manual. (See attached.)

- The project further created a supportive and motivating environment through the use of:

  - Videotaped testimonies of former students, discussing positive experiences in the program and on-the-job.

  - Successful alumni who returned to share their experiences with in-coming students.

  - Motivating decorations on the walls: photographs of former students in their uniform, in front of the hotels where they work; framed names of graduates and their place of employment; inspiring quotations from Martin Luther King, etc.

  - Peer support groups for participants who have been employed.

  - Tough love intensive counseling approach.

  - Periodic newsletters which included success stories. (See Appendix C.)

  - Graduation ceremony where students were formally recognized and given a certificate of achievements. Employers were also invited as motivating guest speakers. (See Appendix D.)

  - The internship period provided participants an opportunity to experience the job as it was, while the employer had a chance to try out a prospective employee, at no risk to him/her.

The following factors further contributed to the strength and success of the Project:

- The project had a clear mission and philosophy: (1) a belief in the ability of people to

change their own course of life, and (2) belief in a program design that responded to the holistic educational and employment needs of the undeserved.

- The project was fortunate to have dedicated, experienced and qualified staff who were cross-trained to be proficient in every program components.

- The integrated curriculum which successfully combined basic education and critical thinking skills with vocational skills, not only reduced learning time by allowing for greater transfer of classroom learning with on-the-job performance.

- The cooperating hotels continued to be enthusiastic and supportive of the project through their participation in every aspect of the project's activities, e.g., evaluation, hotel tours, graduation, etc.

- The chosen hotel industry provided a viable employment option for the participants, offering competitive wages, full benefits and opportunity for advancement from within.

- HOST offered a realistic alternative to selected target population, that would normally be excluded from traditional vocational training systems which require much higher educational attainment for entry. HOST, on the other hand, did not require a high school diploma or a GED, nor did it exclude participants because of low reading and math scores. The most important entrance criteria was a positive attitude and a desire to become self-sufficient.

Programmatic Weaknesses

Several programmatic weaknesses are cited below:

- Dependent on the varying eligibility requirements dictated by the funding sources in the state i.e. JTPA, Illinois Department of Public Aid, Child Care and Transportation resources were not available to all HOST participants. This has caused 25% of the participants to drop out of the program.

- Although the Project's intake and assessment procedure was comprehensive, it was not sensitive enough to detect chronic motivating attitudinal and disruptive drug/alcohol dependency problems which surfaced later into the program. With time and resource limitations, the project was forced these individuals.

- Most HOST participants lived with relatives or in substandard, low-income hosing facilities. They also moved frequently. These factors have made phone contacts and follow-up vertically impossible for at least 40% of the students.

- Although through the internship phase employment was almost a guarantee, some

students felt reluctant to participate since they viewed this component as "free-labor" instead of a bona fide training period as designed by the project.

- The hotel industry was perceived by some as an opportunity for glamorous jobs at the front desk, the gift shops or as hostesses. Expectations for realistic and suitable job placement, given the individual's skills, background and experience, were often too high.

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IV. PROGRAM EVALUATION AND RECOMMENDATIONS

Program Evaluation

Both formative and summative program evaluations were conducted.

Formative evaluation activities which were implemented included:

- Weekly staff meetings
- Quarterly programmatic participant file review.
- Projectwide staff meetings to evaluate and revise curriculum at the completion of each of the 4 training demonstration cycle.

In addition to the above the Project Officer, Mary Lowell OVAE, conducted a monitoring visit to assess the project's progress on July 18, 1989. The trip report is included in this section.

Summative evaluation activities included:

- Obtaining written evaluation on the curriculum from participating hotels: The results of this evaluation is included herein. [N.B.: The project also originally proposed to contract Dr. Tim Wentling to evaluate the HOST Curriculum, but due to scheduling and time conflicts, HOST was unable to access his services.]
- Conducting a cumulative participant file review.
- Conducting a final projectwide staff debriefing.
- Implementing participant feedback survey, the results of which are included as an exhibit.

Based on the results of the above activities and evaluative feedback from the staff, the cooperating hotel personnel and the participants, it can be concluded that the project was successful in meeting its proposed goals and objectives. More important, the project made a difference in the lives of participants who were otherwise excluded from a chance to make it on the road to economic self-sufficiency.

Recommendations

Based on HOST's experience, the following recommendations are offered for program improvement:

- The 8 week classroom instructional period should be lengthened to 10-12 weeks to allow more time to work with students who are severely limited in basic skills, as well as those with serious attitudinal and motivational problems. Intensive counseling and the counseling learning techniques should be provided.

- The project should earmark additional financial resources for case management services, i.e. developing more sensitive assessment instruments and procedures, identifying critical resources for information and referral, and conducting more rigorous follow up. More specifically, there is a need to develop more extensive referral resources for drug and alcohol abusers and ex-offenders.

- Child care and transportation funds should be accessed or made available to all participants thorough cooperative arrangements and/or by adding a line item to the project's budget.

- Employment support incentive funds should be available to all participants through the same avenue as above, especially during the internship period. JTPA funds allowing the limited use of stipends should be used as an incentive during the internship phase for eligible participants.

For future direction at the federal level, there is a continued need to develop responsive, comprehensive education and employment programs for the chronically unemployed and the underserved, to meet the challenge of workforce 2000. Cooperative demonstration initiatives should focus on:

- Identifying innovative instructional strategies which accelerate the learning process and the acquisition of basic skills and critical thinking skills: "Learning how to learn".

- The development and piloting of curriculum which holistically integrates basic skills, critical thinking skills with vocational skills.

- The development and implementation of a comprehensive and sensitive assessment instrument and procedure for the target population.

- Promoting public and private sector partnerships through innovative program designs and implementation.

Exhibit

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR VOCATIONAL AND ADULT EDUCATION

JUL 31 1989

Mrs. Teddy Mills
Northwest Educational Cooperative
Schaumburg School District #54
1855 Mt. Prospect Road
Des Plaines, IL 60018
Re: V199A90049

Dear Mrs. Mills:

Thank you for the thorough professional preparations you made for my site visit to your "Hospitality Occupational Skills Training" project on July 18. I appreciate your arranging for me to meet the project staff and participating students, to review the classroom materials, to see the project facilities, and to discuss your management and evaluation plans. Your project appears to be well managed, to be meeting its timelines, and to be fulfilling its objectives.

A copy of my trip report is enclosed. If you want to discuss it or if you have any comments about it, please call me at (202) 732-2371.

Sincerely,

Mary Lovell

Mary Lovell
Project Officer

Report on Compliance, Progress, Quality, Technical Assistance, and Exemplary Practices:

The project appears to be well managed, to be fulfilling its objectives, and to be serving the participants effectively.

The project will be evaluated by Dr. Tim Worthley as planned in the application.

Exemplary practices

- Lists and pictures of graduates of a similar project are placed on the classroom walls as an encouragement to current participants. (The pictures show the hotel's name in most instances.)
- Videos are shown of the graduates from previous years. They discuss why they like their jobs.
- Current participants are helped with job interview techniques through audio tapes.

Technical assistance was given concerning the forms needed for applying for this program.

Follow-up Actions:

The project director wants to know,

1. The status of her request for a one cost time extension.
2. If she can omit the July progress report because of the site visit.
3. How many reports are due to DeVoe per year?
4. Does DeVoe need any information from the project director?
5. May feedback be provided concerning the site visit?

Project Officer/Monitor Mary J. Towell Date 7-24-89

Program Chief _____ Date _____

Division Director _____ Date _____

Follow-up actions completed _____ Date _____

OVAE PROJECT SITE VISIT REPORT FORM

Contract/Grant No: V199A 90049 Date July 24, 1989

Contractor/Grantee Northwest Educational Cooperative Chicago, Illinois

Project Title "Hospitality Occupational Skills Training"

Project Director Teddy Mills

Site Visitors Mary Lovell

Dates of Visit July 18, 1989

Purpose of Site Visit: The purposes of the site visit are:
1. routine monitoring,
2. identification of progress made to date, and
3. identification of any technical assistance which may be needed.

Description of Site Visit:
I met with the project director, the staff, and one of the two classes of students. There are twenty-two participants, most of whom are black and on public assistance. They range in age from 21 to 54.
There are two concurrent classes--one which meets from 9 to 12 and one which meets from 1 to 4.
The four planned cycles of participants will be followed, with each cycle lasting 8 weeks.

The participants are given a week of orientation, 7 weeks of classroom training in job employability skills, the specific occupational skills needed for their jobs, group counseling one session a week, and on the job work experience. There is close supervision of participants during their job placement experience.
The curriculum materials used are appropriate to the project's objectives and the students' background. The curriculum covers all aspects of working within the hotel industry in entry level positions. The curriculum and training provided is realistic and comprehensive.
Individual counseling is given as needed to assist participants.

Final job placement is frequently in the hotels where the participants have had their initial work experience through the project. The job developer is responsible for following up the project graduates closely.

Exhibit

HOST/EVALUATION PACKET

Mr. Larry Riederer
Westin O'Hare
6100 River Road
Rosemont, IL 60018

Ms. Ann Hruby
Westin Chicago
909 N. Michigan Ave.
Chicago, IL 60611

Ms. Sherry Moore
Chicago Hilton O'Hare
P.O. Box 66414
Chicago, IL 60666

Ms. Regina Salazar
Hyatt Regency Chicago
151 E. Wacker Drive
Chicago, IL 60601

Ms. Sue Scatena
Marriott Suites
6155 N. River Road
Rosemont, IL 60018

Ms. Lila Hedlund
Marriott Suites
6155 N. River Road
Rosemont, IL 60018

Ms. Beverly Simmons
Days Inn
644 N. Lake Shore Drive
Chicago, IL 60611

Ms. Julis Olexia
Chicago Marriott O'Hare
8535 W. Higgins Road
Chicago, IL 60631

Mr. Ron Troline
Chicago Hilton O'Hare
P.O. Box 66414
Chicago, IL 60666

NEC Vocational Skills Curriculum Evaluation

Please evaluate the Vocational Education Components
(Circle the Number that expresses your opinion).
3= of significant value for Job success
2= of moderate value for Job success
1= of minimal value for Job success
0= of no value for Job success

1. Team Building

A. Hotel Industry Expectations (3) 2 1 0

2. Industry Knowledge

A. Corporate Philosphy 3 (2 1/2) 1 0

B. Techniques for Aggressive Hospitality (3) 2 1 0

3. Methodology for Critical Situations

A. Strategies for Problem Solving 3 (2 1/2) 1 0

B. Dealing with Stress 3 (2 1/2) 1 0

4. Building Communication Awareness

A. Industry Jargon (Language) 3 (2 1/2) 1 0

B. Recognition of Body Language 3 (2) 1 0

5. Occupational Skills Enhancements

A. Overview of Job Responsibilities 3 (2 1/2) 1 0

B. Reinforcement of Job Descriptions (3) 2 1 0

Includes: Housekeeping, Convention

Services, Bussing / Utility Steward

C. Practice Bed-Making Techniques 3 (2 1/2) 1 0

6. Principles of Employment Critical Thinking

B. Stratification Goal Planning 3 (2) 1 0

7. **Preparation for Employment**

A. Realistic Entry Job Placement (3) 2 1 0

B. Employment Coping Skills (3) 2 1 0

8. **Job Seeking Skills**

A. Sample Appliciation Practice 3 (2½) 1 0

B. Mock Interviews (3) 2 1 0

Overall Evaluation

1. **How relevant is the Curriculum to the Hospitality Industry needs?**

50% of the employers stated that the curriculum for the Hospitality Industry is very important, because it prepared students for employment based on Hotel standard.

2. **How effective is the curriculum in vocational skills training?**

100% chose not to respond.

3. **What were especially valuable portions of this Curriculum?**

More than half, stated that the Occupational component enhanced Job Seeking Skills, and provided the students with a realistic perspective for appropriate occupation.

4. **Are there any features of the Curriculum you would change?**

50% stressed the need for ABE Skills for future upward mobility.

5. **Additional Comments**

see attached sheet

Exhibit

NEC PARTICIPANT SURVEY

63 RESPONDENTS TOTAL

1. Was your application to this program handled well? (This includes the interview, the tests, and the notification of your acceptance.)

Yes 61 Somewhat --- No 2

Why or why not? 1: confused question with applying for a job; 1: no rea

2. Did you find the program different from what you were told in your first interview here? Yes 6 Somewhat 2 No 55

If yes, how was it different? "More than I expected." "(Had a) dress c "I learned how to treat other peoples." (sic)

3. Did Orientation (the first week of class) prepare you for the rest of the program? Yes 59 Somewhat 3 No -0- No Response 1

Why or why not? Representative answers: "Orientation gave us a chance decide if this program was for us." "...it summmerized everything we would learning."

4. Was the information covered in Employment Enrichment helpful to you? Yes 62 Somewhat -0- No -0- No answer 1 (Topics included Hotel Organization & Rules, Aggressive Hospitality, Self-evaluation, Stress, Problem-Solving, Housekeeping Skills, Banquet Houseman Skills, and Utility Steward Skills.)

What was most helpful? Housekeeping: 15; Problem Solving: 11; Stress: 10 Organ.&Rules: 10; Self Eval.: 9; Aggress. Hosp.:8

What was least helpful? Utility/Steward Skills: 6; Self Eval.: 5; Banqu

5. Was the time spent on interviewing skills helpful?

Yes 62 Somewhat -0- No 1

Why or why not? "Needed more time."

6. What should we have spent more time on? Housekeeping: 16; "Nothing/ no change": 15; Interviewing: 9; Banquet Houseman Skills: 5.

What should we have spent less time on? "Nothing/no change": 31; "writing/homework/reviews": 10; Banquet Houseman: 4.

These are additional comments received from corporate clients.

. " I feel that the NEC program is a valuable asset to our company."

. "These employees are better trained and more eager to work than a majority of our walk-in."

. "I feel this program offers an invaluable service to its students and the employers."

. "I will continue to use it and support it as long as it is available to us."

7. Question: If you had to do this over, what would you do differently?

Nothing differently: 32; Be more prepared/pay attention better/study more: 14; increase attendance: 7.

8. Question: Have you ever attended any other Vocational Training Programs? If so, what were they like? No: 47; Yes: 16. Representative comments: "(Had) longer training." "A bad experience." "Not as good."

9. Question: What do you think the strengths and weaknesses of this program are?

Strengths: Self-development related: 11; Job placement feature: 5; teacher: 5
Weaknesses: None: 21; unpaid internship: 3; Dress Code: 3; no answer: 10.

10. Question: How do you think we can improve the weakness of the Program?

No change: 16; No answer: 14; referred to student weaknesses rather than programmatic: 9; specific content changes: 5; longer training period: 3; general/too varied to classify: 15.

11. Question: How has you life changed? In terms of discipline and self-motivation?

General improvement ("For the better"): 26; increased self-confidence: 17; goal-oriented: 5; no change: 4; no answer: 7; miscellaneous: 4.

12. Question: What were some accomplishments you have made, while attending this program? Too many individualized answers to categorize.

Examples: "Attending a school after a long period of time!" "I read much better. I feel much better about myself." "Looking for a job - (got one) in two interviews." No answers: 9.

13. Question: Overal, what could NEC do differently to make the program better?

No change: 26; no answer: 15; remaining responses too varied to categorize, e.g. less writing: 1; more writing: 1; more books: 2; no dress code: 1; stricter dress code: 1; et al.

14. Question: Looking back, how would you describe your experience at NEC?

Positive: 59 Negative: -0- No answer: 4 Sample statements: "Somethin I should have looked into before my unemployment comp. ran out." " Rewarding experience." Educational, fun, enriching, and very helpful."

15. Question: Would you recommed the program to others?

Yes 61 Somewhat -0- No -0- No Answer 2

Please feel free to make any other comments: No comment: 35; positive comments: 28.

Sample comments: "keep up the good work NEC, because you believe in giving peop a break, and helping them look to the future." "I think the program help me to maintain my attitde and how to communicate with other and solving problem." (sic

Appendix A:

Sample Recruitment Materials

H.O.S.T.

INTAKE AND ASSESSMENT SCHEDULE

Where: Northwest Educational Cooperative
28 East Jackson Blvd. -- Suite 1800
Chicago, Illinois 60604

When: November 6 - 30, 1989 Mondays Thursdays
10:00 a.m. - 3:00 p.m.
Call for an appointment for best service: 939-8696

What:
* 3 month vocational training program
* Employment/placement service
* Adult Basic Education Skills/Literacy based curriculum
* English as a Second Language services
* No high school diploma/GED required for acceptance
* Full counseling services available

Train for placement in the growing hospitality industry of Chicago. Wages after training average $5.75/hr. Companies offer full employee benefit programs including health insurance, sick leave, paid vacations, employee discounts.

* Funded in part by a demonstration grant from the U.S. Department of Education, Office of Adult Vocational Educational, and the Cook County Board President's Office of Employment and Training.
* No fees or Student Loans required.

NORTHWEST EDUCATIONAL COOPERATIVE AND THE HOWARED AREA COMMUNITY CENTER PRESENT:
A SPECIAL WORKSHOP ON TRAINING AND PLACEMENT FOR THE HOTEL INDUSTRY
WEDNESDAY, FEBRUARY 14,1990 AT HACC 7648 NORTH PAULINA
9:00 A.M - 10:30 A.M
HOST PROGRAM OUTLINE

ORIENTATION
(Week 1)

Participant is given an overview of the Hospitality Industry

* introduction to program and industry.
* role-plays, problem posing situations with guests, supervisors and co-workers.
* Official enrollment, based on personal commitment, participation, attendance and punctuality.

EMPLOYMENT ENRICHMENT
(Weeks 2-8)

I. Aggressive Hospitality: The importance of going above and beyond for a guest.

II. Employee Relations/Rules and Regulations: Proper call-in, procedures, grooming and dress code.

III. Benefit Presentation (Highlights)

IV. Tour of hotel property.

V. ABE and VESL integrated as well as tutorial.

VI. Effective Interviewing - preparation for Internship.

VII. Safety and First Aid.

INTERNSHIP
(Weeks 9-12)

Interviews for an Internship site at various hotels, upon acceptance will begin training for the position secured:

* Dates of training are determined by the hotel.
* Weekly evaluation on job performance, attitude, and attendance, etc. by supervisor.
* Attends peer support group meetings on days off.
* Secures position based on satisfactory completion of training.

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Appendix B:

Sample Intake and Assessment Forms

Northwest Educational Cooperative
Occupational Interest Questionnaire

1. What kind of job would you most like to have? Why?

2. What kinds of things do you enjoy doing? (i.e. working with your hands, working alone or with others, talking to people)

3. Would you like to work in a hotel? Yes____ No____ Why?

4. Have you ever worked in a hotel before? Yes____ No____

   If yes, when:

   where:

   doing what:

5. In a hotel, what kind of jobs would you be most interested in?

   1. 2. 3. Why?

6. Do you know anyone who works in a hotel? Yes____ No____

   If yes, who:

   where:

   doing what:

7. What do you think hotel jobs will expect from you?

8. How do you feel about hard work?

9. Most of our jobs are in downtown Chicago or the O'Hare area.

   Do you know how to get to both locations? Yes____ No____

   Would you be willing to learn? Yes____ No____

10. How do you feel about working a three or four week internship without pay?

"TICKET TO THE TOP"

ASSESSMENT RESULTS

NAME:_____ DATE:_____

TEST RESULTS

TEST TO BE GIVEN		TEST	CHECK AFTER TEST COMPLETED	CLIENT'S SCORE	PROGRAM PARTICIPATION	
					ACCEPTABLE	NOT ACCEPT-ABLE
English Speaking		TABE Level E, Form 5 (Reading Comp.)			3.0	
All		TABE Level E, Form 5 (Computation)			3.0	
All		CLOZE			20+	
Non-Eng. Speaking		B.E.S.T. Form C			+42	
Eng. Speaking SPL (7)		Attitudinal Inventory				

Referring to: Orientation:_____ Class #:_____ Date:_____ Time:_____
Outplacement:_____

NEC POET Staff:_____

ASSESSMENT CHECKLIST

(please check if appropriate)

_____ IS THE APPLICANT INTERESTED IN THE PROGRAM AND WILLIN TO WORK THROUGH ORIENTATION, ETC., TO THE "WORK EXPERIENCE" PHASE?

_____ DOES THE APPLICANT FIT THE "PROFILE" OUR CLIENTS REQUIRE?

PLEASE RATE ON A SCALE OF 1 (low) - 5 (high)

A = _____

E = _____

S = _____

P = _____

COMMENTS:

RECOMMENDATIONS:

FOR OFFICE USE ONLY

INTAKE FORM

App. Time: _____
Arrival: _____
(Please Print)

Part I: Client Personal Information

Date: _____

Name _____
Last First Middle

Address _____ Home Phone _____

_____ Emergency Phone _____
City Zip Code

Public Aid Number _____

Social Security Number _____ Alien Number _____

Sex: Male _____ Female _____ Birth Date _____

Birth Place: _____ If not in the U.S., how many years have you lived in the U.S? _____

Education: Elementary School _____ years
High Shool _____ years Did you graduate? Yes _____ No __
Did you get a GED? Yes ____ No __

Any College: Yes _____ No _____ If yes, how much? _____

School: _____ City/State: _____

Have you ever been convicted of a felony? Yes _____ No _____ If yes, When? _____

Have you worked in the past 12 months? Yes _____ No _____

If yes, part-time _____
Full-time _____

What position did you have? _____

Do you have any physical condition that might limit your job responsibilities? _____
If yes, please describe _____

_____

**NOTE: Due to the Immigration Reform and Control Act of 1986, employers who hire workers since NOvember 6, 1986, must verify that the applicant is either a: 1.) U.S Citizen; 2.) permanent resident; or 3.) work-authorized temporary resident. Do you have the following: Valid U.S

_____ U.S Birth Certificate _____ Passport _____ I-94

Urban/Haitian Entrant Form _____ Alien Registration Card _____

Certificate of Naturalization _____ Driver's License _____

Social Security Card _____ State ID/Public Aid ID _____

PART III COMPREHENSIVE ASSESSMENT FORM

Date:

Person Completing:

Referred by:

Applicant's Name: SS#

. Were you born in the U.S.? Yes No

If "No", add attachment "B" for additional information.

. Household Composition

Who lives in your household?

NAME	RELATIONSHIP	AGE	STATUS e.g. EMPLOYED, HOMEMAKER, STUDENT, etc.

. What childcare arrangements have you/can you make?

. What is your household's income?

Employment $ Worker's Comp. $

Public Aid Unemployment Comp.

SSI (Disability) Other income

Food Stamps $ Total:

. If applicant receives any of the above state length of time:

6. What are your household's monthly expenses?

Rent Utilities $

Food Medical

Insurance Other

Installment payment

Transportation

Total:

7. Do you have any major financial problems or outstanding debts?

Yes No

If "Yes", what and how much?

Barrier to Employment

Does monthly income meet or exceed average net entry wages of typical placement? Yes No

Health Status

8. Are you currently under doctor's care or receiving medical treatment? Yes No If "Yes", specify

9. Disabilities? Yes No

If "Yes", list them:

PERSON PROBLEM/DISABILITY

Barrier to Employment:

Is applicant or family health a problem?

Yes ____ No ____

Barrier _____

Housing & Transportation

10. What part of the city major intersection do you live near? _____

11. Do you currently have a driver's license? Yes ____ No ____ If "Yes", do you have any violations in the last 3yrs? Yes ____ No ____

12. Do you have access to a car for work? Yes ____ No ____

13. What public transportation routes do you use?

14. How long will you travel to get to work? ____ hrs.

Education & Employment

15. How many years did you go to school? ____ yrs.

If you didn't graduate, why did you drop out?

16. What diploma or certificates did you receive?

DIPLOMA/CERTIFICATE	YEAR	SCHOOL & LOCATION

17. Do you have skills training in a specialzed area or occupation? Yes ____ No ____

If "Yes", list types of training, location & dates

18. Have you ever been employed? Yes ____ No ____

COMPANY NAME	TYPE OF JOB	DATE STARTED	DATE LEFT	REASON FOR LEAVE	WAGES

19. What starting salary do you hope to get?
$_____ /hr.
What would be the least you could accept?
$_____/hr.

20. What shift can you work? 1st_____
2nd_____ 3rd_____ Flexible_____

21. Are you available for overtime?
Yes_____ No_____

22. Can you work weekends? Yes_____ No_____

23. Can You:
___ Lift, Push, Pull heavy things (30lbs)?
___ Stand on your feet for long period time?
___ Use household cleaning products

24. Do you have any physical condition that might affect your job assignments? (back problems, untreated hernia, respiratory problems, allergies, etc.)_____

25. Which friends or family members are employed?

Barriers to Employment:
Does the client have: poor motivation or unrealistic expectations? Yes_____ No_____
Physical Barriers to job tasks?
Yes_____ No_____

IMMIGRATION HISTORY

When did you leave your native country? _____

When did you arrive in the U.S.? _____

When did you arrive in the Chicago? _____

ENGLISH LANGUAGE TRAINING

Have you studied English? Yes____ No____

If "Yes",

Where?	How long?	What Level?

Before you came to the U.S. did you work?

Yes _____ No _____

If "No", how did you support yourself? _____

If "Yes", state for each job:

(Begin with the most recent job.)

TYPE OF JOB	LOCATION	TASKS (include tools & machines)	YEARS EXPER.	SPECIAL TRAINING

Appendix C:

Selected Project Newsletters

Northwest Educational Cooperative
Hospitality Training Review, Project Newsletter

Volume 1, No. 3 Oct., 1989

This project is funded by: Illinois Department of Public Aid Project Chance, President's Office of Employment and Training, and the U.S. Department of Education. Facts and opinions expressed in the articles contained within this newsletter are those of the project staff and do not necessarily represent those of IDPA Project Chance, The President's Office of Employment and Training, or The U.S Department of Education.

MANAGER'S MEMO

By Theodora C. Mills, Project Manager

Many of you are entering the last phase of training this week: INTERNSHIP. All of you who complete classroom training in the next few weeks will continue on to this unique feature of our training program. Not only is it an usual aspect of occupational training but it is also highly successful. So what exactly is this "Internship" thing?

An "Internship" is a period of practical, usually unpaid, hands-on training for professionals. It is a time when would - be doctors, counselors, architects, and teachers, work in a real occupational setting practicing their trade of profession. Their "book learning" from long hours in the classroom is demonstrated as they work under close supervision and their performance is evaluated critically.

Your internship will be at a hotel in the Chicago Metropolitan area, accessible by public transportation, that has agreed to work with the Project. These select hotels, the Project's "corporate clients," have reserved a number of their entry-level positions, for NEC's participants. These are a "Real" jobs, not make-work positions that are only available for the training period Companies usually prefer to hire someone with experience from other hotel, someone who is currently employed, or someone with much more recent experience than most of our participants have. They do not like to take chances, to take risks. A job applicant who has been unemployed for a few years; one who has had only part-time or temporary jobs; or the mom who never worked outside of the home, are seen as risky choices for employment.

IN THIS ISSUE.....

Manager's Memo . . Pages 1-2
Job Jazz . . . . . page 3
Counselor's Corner . . pages 3-4
Teacher's Theory . . . . . page 4
Five Principles . . . . pages 5-6
Etcetera . . . . . page 6
Feature Article . . . . pages 6-8

But our corporate clients have decided to give you a "chance".....a chance to demonstrate the lessons you have learned in the classroom, as well as your ability to be there at the job, every day, on time.....to learn quietly, to work hard and to work carefully. This chance to put into practice what you have learned already, to "show off" your good side to an employer, as well as to continue to learn the specifics of the hospitality industry, is what the internship is all about.

Since this phase of training leads directly to employment ("converted to payroll"), interviewing with Personnel and your prospective Manager is very important.

You must meet the hotel's standards for grooming, friendliness, attitude and personality. Everything else will be taught to you during the Internship. If they were merely "make work" jobs, your appearance and personality would not be important because you would not be staying on as part of the workforce.

NEC Interns, like other professionalism training, will not be paid, but you will continue to receive cash grants, transportation and childcare (if applicable) subsidy during this time. Also, any personal clothing items necessary for your uniform, will be paid by Project Chance or the West Suburban POET Office.

While you are in your Internship, you will also have an opportunity to get together once a week with other NEC interns and the Project's Counselor, John Hicks. These times are called Peer Support Group Meetings, and it is important that you attend. During these meetings, you will hear from others on similar jobs at other hotels and discuss good times and difficult times adjusting to the new work assignments. Effective short cuts can be shared, appropriate methods of dealing with problems guest or new ideas of dealing with childcare problems will be discussed.

Project staff will do everything in their power to help you succeed during Internship. Are you ready to "Show your stuff"?

Congratulations to the following participants all of whom have been placed on an internship:

Mary Robinson	Westin O'Hare
Brenda Hayes	Westin O'Hare
Sarah Calahan	Westin Chicago
Joyce Scott	Westin Chicago
Angelo Jackson	Westin Chicago
Velvet Cotton	Westin Chicago
Velma Hicks	Westin Chicago
Robert Ethridge	Hyatt Chicago
Maxine Jackson	Hyatt Chicago
Norma Carter	Palmer House
Dorothy Evans,	Palmer House
Julia Butler	Palmer House
Petrice Hinton	Palmer House
Anthony Jackson	Palmer House

We wish you the best of luck!

JOB JAZZ

By Kathleen Riordan, Job Developer

The model employee is courteous, polite, professional well groomed, a team player, and someone who gets along well with everyone. This is a tough bill to fill -- it tasks hard work, dedication, patience tolerance, and maturity. A light level of enthusiasm is needed at all times, and here are some reasons why:

First of all. Good Service is expected by the guest, your employer, and your fellow employees.

Teamwork is the second important factor. Teamwork is required to deliver excellent service. When a guest is in a hotel, they want a pleasant check-in, a clean room, a good meal etc.., if one of these areas is lacking, you may lose a good customer.

The third important factor is Repeat Business. Repeat business equals your paycheck. If guests don't come back to your property, your occupancy will drop. Your property will loose money and may have to make staff cuts in order to stay operational.

Next on the list of important factors is your representation of the hotel as an employee. The employees are the representatives of the hotel. Guests don't generally see Management "on the floor" - they see the Clerks your responsibility to project the image of hospitality.

5). Patience is needed to do the job thoroughly and properly.

6). Tolerance is dealing appropriately in difficult situations with other people.

7). Maturity is needed to accept criticism from supervisors or guests.

8). Professionalism is knowing that with all of the above traits mastered, you can smile through anything, and your winning attitude will make you a great success.

COUNSELOR'S CORNER

By John Hicks, NEC Counselor

The value of Opportunity

The work "Opportunity" has become a familiar work to the staff of this program. It is used in the intake interview, throughout the classroom training period, and finally, during the internship phase of this program. But what does this work opportunity really mean? simply put. it means "a favorable combination of circumstances or, as we have so often said, a good chance." The word plays an important part in success because the opportunity comes first and the success follows. The two work hand-in-hand. However, people have different understandings of the concept of the opportunity.

Many individuals, especially those who misunderstand the opportunity concept, think someone owes them something. In all actuality, this is not true.

Unfortunately, these people are mistaken in that most opportunities of value require a great deal of initiative and flexibility on the behalf of the individual. Opportunity requires the individual to make some primary choices which will be necessary to fulfill all the requirements to meet the challenge and begin the process of becoming successful. This is not an expensive price to pay for success especially when a favorable combination of circumstances, (an opportunity) only requires your time, effort, and good judgement but what you are actually paying for is a self-satisfying accomplishment (success).

There is an old adage that goes something like this: "When opportunity knocks at the door, open it"! As many times as we all have heard this adage, the fact remains that it is so true. Everyone should have the opportunity, that favorable set of circumstances, to work. But unfortunately for some, they don't see the value of opportunity until the opportunity is no longer there. By then, it is too late. The value of opportunity is important. You must be responsible for taking advantage of it and realizing that it is there. Finally, as the old saying goes, "When opportunity knocks at the door, you must open it for without doing so, there will be no chance for a self-satisfying accomplishment -- no chance for success

TEACHER'S THEORY

By Rena Bryson, HOST Instructor

Last week in the Host program we focused on Communication Skills. Often times, people forget the importance of communicating. Communication is essential because without it, the entire world would be discombobulated.

The students have demonstrated a degree of concern about this topic. One student stated: "I knew the importance of communication, but didn't give it another thought". The holistic approach of communicating enhanced the awareness of using good grammar, pronunciation, as well as verbal and non-verbal communication.

While focusing on the non-verbal communication, the importance of Body Language was emphasized. Sometimes people perceive others by their body language. Body Language can be destructive as well as constructive. In conclusion, communication in all forms, can send mixed messages. Therefore, we should all be aware of the messages we are sending. It could have a serious effect on finding or interviewing for a job. Remember, a picture is worth a thousand words.

FIVE PRINCIPLES

By Cristy Bruns, H.I.T Instructor

As you begin a new job, there are many stressful situations you will have to prepare yourself for. One of the most common problems many of our students have had is getting along with others. While most of your probably consider yourself good at working with others, may be surprised at what happens on your new job. Almost everyone gets

along well with people who are friendly and fair. The difficulty comes when those you work with are not that way. In every new job there will be at least one co-worker or supervisor who seems not to treat people well. Your ability to get along with that person will make a big difference in your success on the job. To help you in that difficult work relationship, here are 5 principles to remembers.

1. Don't assume anything

When someone is hard to get along with its' easy to assume you understand the situation. If they're rude to you, you assume they don't like you. If they correct your work more than anyone else's, you assume they're picking on you and treating you unfairly. But often your assumptions are incorrect because you don't know the whole story. Perhaps they're rude to you only because they are mad about problems at home may be they pick on you because your work really is worse than everyone else's. Their attitude problem may be partly your responsibility. When you jump to conclusions, your conclusions can be wrong.

2. Put yourself in their shoes.

The more you understand someone, the easier if is to get along with them, and the best way to understand someone is to try putting yourself in their shoes. For example, imagine how you would feel if you would feel if you had all the responsibility your supervisor has. That shouldn't justify the other person's behavior, but if may help you deal with it.

3. Communication.

As we have said often in class, the best way to solve a problem is communication -- talking it over. The only way to understand someone and to correct wrong assumptions is through honest, but kind communicating. But remember, talking alone does not make communication; you must listen to what others say. Listening also means being willing to admit when you're wrong.

4. Revenge never helps

Revenge in any form will never solve a problem. Refusing to speak to someone, talking behind their back, or treating them the way they treat you will only make you feel better. It will not solve the problem, but will only make the problem worse.

5. Keep Your Perspective

More than anything else, keeping your perspective will help you survive a difficult work relationship. Remember what is most important. Two years from now, will it be more important that you didn't let your supervisor push you around or that you kept your job? Remember that you have to have criticism. You have to be told you're wrong in order to improve. And remember that what others say about you does not effect who you are. You are the one who will make your job a success or bring it to an end. No one you work for can do that for you.

I hope these principles are helpful and we wish you great success in your job!

Etcetera .....

This has been a busy and exciting week for staff members as well as participants. To date, several participants have started the work experience phase of the program -- one of the final steps taken which leads to the good of independence. We're proud of these participants and hope to see many more placed this year.

Mr. Hicks has completed his plans for internship group support and is now going full speed ahead with this project. "The support group will assist interns with a constructive tool in which to discuss, brainstorm, and possibly solve difficult issues that confront their working experience. I know that with significant participation from interns, many of the unfortunate terminations can be eliminated", said Mr. Hicks. A high five to Mr. Hicks for this great idea!

NEC goes video! How about a taste of hollywood in downtown Chicago? Well that's exactly what we're doing here at NEC with the production of the NEC video brochure. This project is currently underway and will be used as a source of information about our programs. We are producing a written brochure as well, but for the meantime, its lights, action, camera. Look out Oprah and all my Children -- We're comin' through!

FEATURE ARTICLE

Working Together!

During the three year course of this program, many of our participants have joined the rank and file of the "employed". This can be accredited to the joint efforts of our corporate clients and the participants themselves. They have been individuals dedicated to making positive changes in their lives. For the most part, many just needed the opportunity to prove themselves -- the chance to show an employer that they could work hard, be dependable, and enjoy the type of work they are capable of doing. On the other hand, some required intensive counseling to adjust to the world of work.

One of our participants, Ray Hernandez, has been exemplary in proving to his employer that he has the characteristics needed not only to obtain employment, but also to excel. He started off as a Houseman at the Marriott O'Hare. He is now a supervisor in the Laundry Room at the same hotel. This was a big step for Ray but it only took a few months of hard work and dedication to his job for him to achieve it.

Ray is a member of the Hispanic community. He resides on the Northwest side of Chicago and grew up in the neighborhood he now lives in. Ray's father passed when he was young and his mother was a public aid recipient. However, she was not on public aid for long. He went to Roberto Clemente high school, but dropped out during his sophomore year.

"Do you think not finishing high school could have been an important factor in your not finding a job before you started this program", I asked as we talked.

"It could have been, but I think the most important factor was experience. Since

dropping out of school, I have had a lot of jobs in restaurants etc., but these jobs didn't offer any room for advancement. They were just jobs", he said.

He continued. "I did not want to be on public aid, but I had no choice. I looked for a job while I was on General Assistance, but had a hard time finding one. Everybody wanted someone with experience. I didn't have any.

The thing I didn't like about being on GA was sitting at home waiting for a check. Because I had worked before, I was accustomed to working. Sitting at home didn't make me feel too good about myself, and Public Aid wasn't offering me any thing."

Here was a young man, full of energy, willing to work, but on one would give him the chance to do so. From my own experience of unemployment after the end of my military service, I knew exactly how he felt.

"Do you think that it is important for employers to give people without any experience, a chance to prove themselves on a job", was the next question I put to him. His answer was a resounding "yes"!

"Because of the experience I went through, I believe it is important for individuals to be given the chance to prove themselves. Now that I am in a position to make recommendations for hiring, I would give someone who is looking for a job but has no experience, the opportunity to work through a probationary period. During that time, they would have to prove themselves. If it was clear that they really wanted to work, and when they finished their probationary period, I would hire them."

Ray stated that he had participated in lots of public aid programs. Usually, these programs require a participant to work for free in order to receive a public aid check. There is an internship phase of this program and, I asked him to explain how he felt about it.

"I came into NEC's program with a negative attitude", he said. "I thought it was just another public aid program where you work for free to get your check and I don't agree with that. But as time went on, I began to enjoy the things I was learning about".

His climb to the next rung in the ladder of success wasn't easy. "It took lots of hard work and a genuine desire to make a positive change in my life", he said. "I hung in there". Ray also made a comment in reference to his experience as a Houseman: "Housemen work hard. It isn't easy to do a job with 18 ladies screaming about not having enough supplies at one time. After the first few months, I wanted to quit. But then there was the thought of going back on GA. That's what gave me the strength to keep on going. One day the manager said that the laundry room staff was short. I thought that this might be my chance to get out of the housekeeping department, so I volunteered to work in the laundry Room. I worked fast and my production level was high. My manager decided that I was a good worker and kept me there".

"My crew always does a good job....we

joke around every once in a while, but we get our jobs done and that's important." Ray is of the opinion that working in the laundry room, or back of the house, is part of providing a vital service to the guest. "That's what is important", he said. "Guests come first regardless of what position you work".

He also mentioned that he liked working for the Marriott O'Hare. There is always lots of support, especially in the laundry room. The pay is also good because now that I am working, I can buy things that I wasn't able to buy while I was on GA. It's just a good feeling to have your own money". He also stated that he likes the benefits the hotel provides.

To other participants, Ray suggests the following: "Stay in the program and let them know what you really want to do. Be dependable and work hard -- it will pay off. Support that you can get from the hotel and your co-workers can make the difference".

We are proud to be associated with all of our corporate clients because they are helping to change our society through providing opportunities for individuals to become independent and productive citizens. We're also proud of all of our participants, like Ray, who saw the need and had the desire to take that step from dependence to independence through work. To the participants as well as the corporate clients, we staff members here at NEC say "Thanks for a job well done"! This proves that people working together can accomplish great things!

Editor's Note

We've run several issues of this newsletter already. The time just seems to fly by as we contribute to each issue. It takes a lot of hard work to produce, but it is worth it.

We'd like to have your opinions and comments concerning this newsletter. What do you think about it? It means a lot to us to hear from you regarding issues and articles contained in this newsletter.

Oops! There are some names I've forgotten to mention on page 2 for internships. These are:

Eric Smith	Hyatt Chicago
Catherine Webb	Hyatt Chicago
David Cruz	Westin Chicago
Gwendolyn Woods	Westin Chicago
Clarence Madision	Westin Chicago
Russell Robertson	Westin Chicago
Edward Mayes	Westin Chicago
Gregory Greer	Westin Chicago
Norma Carter	Westin Chicago

Contributions: Theodora C. Mills, Project Manager, John Hicks, Counselor, Rena Bryson, HOST Instructor, Cristy Bruns, H.I.T Instructor, Kathleen Riordan, Job Developer.

Edited by: Leonardo G. Johnson
Production: Prasong Amarathithada

Northwest Educational Cooperative
Hospitality Training Review, Project Newsletter

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MANAGER'S MEMO

By Theodora C. Mills, Project Manager

Recently, the project received formal notification by the Department of Public Aid that our three month contract for vocational training and placement services would not be renewed for the balance of the year (December 1, 1989 - August 30, 1990). The reason for this decision offered by the Department was that funding priorities had changed since our proposal and application for renewal was initially approved this past summer.

If the Department has found fault with any part of the Project, they have not notified NEC. In reality, the Hotel Industry Training Project has performed in an exemplary fashion for the past three years, as evidenced by its training and placement statistics. HIT furthermore, was designed to be of service to project chance participants who did not, due to life's circumstances, complete high school or get a G.E.D

If you are surprised by the news of IDPA's decision to put off additional funding until some unspecified date, join the club! The staff were stunned too!

Project staff are deeply committed to this project. NEC will keep the doors open as long as possible and will do everything in it's power to complete it's available contracted services. Staff will be available to finish internship placement and supportive counseling for current students. New classes and services designated exclusively for IDPA/Project Chance Referrals will be suspended.
(Continued on next page)

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Project management is also seeking additional funding from other sources. Project management is requesting the Department to reconsider this matter.

Management hopes the Department gives NEC a "Chance" to present it's history and capabilities for service, funding will be restored to an appropriate level in the near future, therefore avoiding any disruption of service to both adult students and to corporate clients.

Staff will keep you informed as more information becomes available.

JOB JAZZ

By Kathleen Riordan, Job Developer

NEC is happy to announce a series of feature articles on our corporate clients who have been strongly committed to our program. We intend to feature a majority of the twenty plus hotels we work with. However, the first four issues of this series highlights corporate accounts that have contributed the most in terms of numbers of internships.

Our first "star" is the Westin Hotels. This year the Chicago Westin has provided internships to 45 students, with the O'Hare Westin following closely behind with 43. The Westin O'Hare also was our "Employer of the year" last year and led in the number of internships provided.

We are extremely grateful to all of our hotel accounts for their continued support. Hopefully, with the luck of the funding, we will continue to provide an excellent service to you as well as our participants.

COUNSELOR'S CORNER

By John Hicks, NEC Counselor

Gratitude and Attitude

For a period spanning four weeks, our participants are involved in classroom situations that expose them to the inner workings of the hospitality industry. They are involved in many activities designed to adjust them to a work environment that will expose them to a people-oriented industry. In counseling and activities such as our support groups for interns, they also receive guidance which will help them adjust to the mainstream process of working.

Life can deal some unfortunate cards, and sometimes our participants, like others, forget to exemplify a sense of gratitude for good health, a strong mind, and a chance to become involved in the mainstream process of working. We understand this. So do our corporate clients. We try to work on this human fault as we know that our corporate clients are interested in having our participants as potential employees.

But the hotel business needs winners as potential employees. They need people willing to go that extra mile.....to plan ahead and be ready to give the kind of service that will keep the business thriving. In order to shape our participants into winners, we stress to them that they must look for positive aspects of their existence which begins with the way one thinks.

Our personal frame of mind comes out through the type of attitude we project. In an industry that concentrates on service to the general or select public, a positive attitude can make or break a situation. The hospitality arena is most definitely one where a positive attitude is of the utmost of importance. It is an important factor of success.

This positive attitude is what hospitality employers seek as an indicator of how well a person is going to do in their prospective job. It can assist an employee with overcoming some of the difficult aspects of hotel work as well as enhance one's opportunity for growth within the industry.

Through counseling, we concentrate on these concepts. On a weekly basis, discussion sessions are held as part of the classroom session. Subjects that can induce failure such as lack of time management structure, inappropriate attitudes, myths in dealing with stress and independable child care are dealt with. For the benefit of current interns, support groups are held at NEC periodically throughout the week to accommodate internship work schedules. These 90 minute sessions are open but constructively facilitated in order to maintain continuity of discussions. The discussions are strictly geared towards problem solving methods regarding job assignments and over-all responsibilities of interns. In addition, individual counseling sessions are available as needed. Some of these sessions require strict confidentiality.

Simply put, we think about two audiences: the needs of the hospitality industry and the needs of our participants. So far, this concept has been successful. We've provided our corporate clients with the type of workers they expect and need while supporting our participants simultaneously. This is the type of service our clients and participants expect from us an agency.

TEACHER'S THEORY

By Rena Bryson, HOST Instructor

What is HOST? What does it mean? HOST is an acronym for Hospitality Occupational Skills Training. The purpose of the HOST program is to provide an experimental vocational training program modeling the workplace. This program is designed to meet the needs of adult learners by including adult basic education skills as a necessary part of the curriculum. Students enter the HOST program with many barriers. These barriers include minimal reading and social skills with a history of little or no employment experience, along with a fear of failure. It is important to address these barriers, because they become stumbling blocks towards the students' achievements. Once these obstacles have been challenged, the student can clearly find self-sufficiency through employment.

In the last HOST class, we served forty-five students. Out of the forty-five students, over half made one or more grade gains.

While other vocational training programs have developed a system that totally focuses on Job Training skills, the HOST program directs its training in boarder areas, that are not limited to job readiness skills.

The objective, is not only to place students in a job, but also to build and utilize those same skills that kept them out of the workplace. All in all as HOST instructor, my philosophy in the classroom is – "don't teach the student what to think, teach them how to think".

HIT PROGRAM

By Cristy Bruns, HIT Instructor

Being the instructor of NEC's Hospitality Industry Training Program, I have the opportunity to get to know our students individually. I learn of their hopes, strengths and the particular barriers each must overcome to become employed. Along with this opportunity, comes the responsibility of doing my best to enable each student to succeed in a hotel job. HIT's four week class seeks to accomplish this in two ways:

1. By familiarizing the students with what they can expect to face in a hotel job.

2. By requiring that the students demonstrate here, the behaviors they must later perform on the job.

The goal of HIT's classroom activities is to prepare the students for what they will face in a hotel position. We discuss common hotel regulations, the importance of guest satisfaction, and the particular demands of many entry-level jobs.

Along with a hotel's expectations, new hires face many changes in their lives personally. To prepare the students for these potential obstacles, we discuss issues such as problem-solving, time management, and handling stress.

The curriculum has been greatly influenced by the feedback and experiences of past students, along with input from the hotels with which we work. We are always seeking new information from those who really know what it takes to be successful.

Our favorite way to familiarize the student with what they will face in a hotel is by inviting successful past students back to NEC as guest speakers. These special guest inspire the students will the difficulty, the reality, and the ultimate worth of the task before them succeeding on a job.

NEC has structured it's program in such a way that students must demonstrate here what will later be required of them on the job. They must attend class every day on time. If any emergency keeps them away, they must call in before class begins.

While in class, they must follow hotel grooming standards. They are expected to ask questions if something is unclear, work together, and demonstrate a friendly, positive attitude.

If students are lacking in any of these areas, NEC's staff confronts them with the problem, and they are expected to receive the criticism without offence and begin to make the necessary changes. For many the program is tough, but, as I tell them again and again, the job will only be tougher.

With these two components, the program's content and expectations, We the NEC staff,work as a team to do our best to prepare each student for the hotel position that awaits them.

Etcetera .....!!!

Intake and Assessment will begin in November for the December HOST cycle.

A number of interns are expected to complete their training this week. We look forward to them converting to payroll status.

FEATURE ARTICLE

THE WESTIN CHICAGO: First Luxury Hotel of Chicago's Magnificent Mile is Picture of Success

In the early thirties, shortly after prohibition and bang-bang shoot 'em up gangsters, a group of independently-owned hotels in Washington state joined forces. They wanted to take advantage of group purchasing and advertising. They implemented a guest referral program, launched it, and the result was a successful corporate company. This is the great beginning of the Westin Hotels.

The history of the Westin Corporation goes back a long way. This corporation has survived the great depression, the era of prohibition, and World War II. At the beginning of the baby-boom era, or the close of World War II, the company took on a new look. In addition to substantial investments in a number of major hotels in the Pacific Northwest, the company began to enter into management contracts to operate hotels whose owners recognized the success of management programs designed and implemented by the Westin Corporation. By the mid-fifties, Westin Hotels was the leader in major cities from Guatemala City to Hawaii to Vancouver, British Columbia. However, since then, the company has expanded. They have spanned the American continent and the Pacific Ocean offering the finest accommodations and superb service from Chicago to Singapore. At the present time, there are 65 hotels including recent openings such as: Westin Atlanta Lenox, Mission Bay California, Walt Disney World Swan, and the Westin Indianapolis. They have plans to expand into the European market. This is quite an accomplishment and certainly something to be admired.

Now one of these hotels stands proudly on Chicago's Magnificent Mile.....as a matter of fact, it is the first luxury hotel to be built on the Magnificent Mile and opened it's doors in November of 1963 as The Continental Plaza. It provides it's guest with excellent surroundings, clean rooms, courteous services, timely check-in and check-outs, a great staff, convenient shopping, and a warm feeling. It is known as "The Westin Chicago". It is the picture of success.

The history of the Chicago Westin is just as interesting as the history of the Westin Corporation as a whole. Opening in 1963 as The Continental Plaza with a limited number of rooms, they expanded in 1964 by purchasing a 356 room property. In 1972, the decision was made to double the size of the hotel. Property was acquired to the east and a 27 story tower was dedicated in September of 1974. Today, the Westin Hotel has 747 rooms which includes 48 suites, plus 18 private function rooms, including a ballroom, restaurant, lounge, and a health club.

With Chicago being the convention capitol of the nation, it is important for the Westin Chicago to provide services second to none. This is why the Westin Chicago has been so successful. Not only do they provide their guest with good services, but they also create a warm atmosphere which makes the guest feel comfortable. In other words, the Westin strives to "Keep 'em coming back"! This is important to any hotel.

And what about amenities provided to the guest? The Westin has a unique concept in this regard. They concentrate on a specific market area: the business traveller. Whether you're coming to Chicago to sell the latest Paris frocks to Bloomingdales or, microcomputers to business offices, the Westin has what you need in the area of accommodations -- they've made an extra effort to see to it that they do. Their concept works well and their customers know what to expect. Most business travellers are executives. They want twenty-four hour Room Service, upgraded amenities and the like. To see a phone in the bathroom of a room at the Westin is not unusual. It is their way of providing convenience to the customer.

You are visiting Chicago in the dead of winter and the city is stormed by sub-zero weather, snow, ice, and wind. You want to exercise but don't want to tramp through the snow and ice to get to a health club. No problem! The Westin provides exercise bikes for their rooms so you can exercise and not have to pull on your totes, coat and gloves. If you want Room Service at midnight, you've got it! It's part of their policy to provide the customer with amenities and make things convenient. This writer, as most of it's customers says, "right-on"!

More so, we are proud that the Westin has elected to provide our participants with an opportunity to work. In short, they've helped change the lives of many of our participants.

However, it is the Westin's attention to detail in the realm of excellence that has led the hotel down the avenue of success. They have worked long and hard. They have also jumped many a hurdle to survive and succeed in a city teeming with hotels. The competition is stiff and the work hard, but we know that, with the standards of excellence, providing good service to it's customers, going that extra mile when it is needed, the hotel will stand tall and set an example for other hotels as the overture to the twenty-first century begins.

Our encouragements and best wishes are extended to it's staff and we look forward to helping the hotel provide excellent service by providing excellent workers.

Contributions: Teddi Mills, Project Manager, John Hicks, NEC Counselor, Rena Bryson, HOST Instructor, Cristy Bruns, HIT Instructor, Kathleen Riordan, Job Developer.

Edited by: Leonardo G. Johnson
Production: Prasong Amarathithada

Appendix D:

Graduation: Certificate of Achievement, Invitation and Program

Certificate of Achievement

NORTHWEST EDUCATIONAL COOPERATIVE

certifies that

_____

has satisfactorily completed the

HOSPITALITY INDUSTRY TRAINING PROGRAM

and has secured employment in the

Hotel Industry of Metropolitan Chicago

Presented this _____ day of _____

_____
Executive Director

_____
Project Director

We Build
Bridges to
Solutions

This Project has received funding from:

Illinois Department of Public Aid Project Chance
Cook County President's Office of Employment and Training United States Department of Education, Office of Adult and Vocational Education

NORTHWEST EDUCATIONAL COOPERATIVE

NEC's Hospitality Industry

Training Program

4th Annual
Open House & Graduation

August 15, 1990

Twenty-Eight East Jackson Blvd.
Suite 1800 Chicago, Illinois

"Human progress is neither automatic nor inevitable.... This is no time for apathy or complacency. This is a time for vigorous and positive action."

The Reverend Dr. Martin Luther King Jr.

PROGRAM

1:30 - 5:30 p.m. Open House - Graduation

SPECIAL GUESTS:

Hyatt Regency:	Paul Owen
O'Hare Hilton	Ron Troline Sherry Moore
Marriott:	Julia Olexia
Marriott Suites:	Lila Hedlund
Palmer House:	Jeff Evans
Westin Chicago:	Ann Hruby
Westin O'Hare:	Larry Riederer

Northwest Educational Cooperative
Cordially Invites You
To Attend
The Fourth Annual Open House
In Honor of The Hospitality Industry Training Program Graduates

Wednesday, August 15, 1990
1:30 - 5:30 p.m.
Location: Twenty Eight East Jackson Boulevard
Suite 1800
Chicago, Illinois
(312) 939-8696
Certificates will be presented to the graduates on the half hour
Refreshments will be served

Funding Sources: Illinois Department of Public Aid Project Chance
Cook County President's Office of Employment and Training
United States Department of Education, Office of Adult and Vocational Education